

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending		
Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Three Way ISD	072-901		
Vendor ID #	ESC Region #		
	11		
Mailing address	City	State	ZIP Code
247 CR 207	Stephenville	TX	76401

Primary Contact

First name	M.I.	Last name	Title
Randall	P	Ryan	Superintendent
Telephone #	Email address		FAX #
254-965-6496	pryan@twisd.us		254-965-3357

Secondary Contact

First name	M.I.	Last name	Title
Kayla	J	Sparks	Curriculum Director
Telephone #	Email address		FAX #
254-965-6496	ksparks@twisd.us		254-965-3357

Part 2: Certification and Incorporation

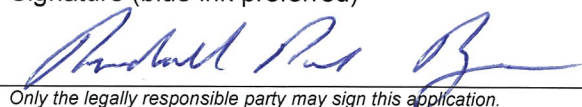
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Randall	P	Ryan	Superintendent
Telephone #	Email address		FAX #
254-965-6496	pryan@twisd.us		254-965-6496

Signature (blue ink preferred)

Date signed



2-2-18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The campus that will be served by this grant is called Three Way EL which consist of grades PK-9th grade.

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Three Way ISD is a small, rural school district located 11 miles east of Stephenville. Three Way ISD (a one campus district) consists of a diverse group of students with a wide range of financial means. The biggest challenge faced by our school is our 80.99% economically disadvantaged student population. While Three Way ISD strives to meet the needs of all of our students, with budgetary constraints, it is becoming ever more difficult to provide up-to-date technology tools needed to educate our students with the 21st century skills necessary to succeed in secondary education. Also challenging our district is an ELL (English Language Learners) population of 21.13% with an Hispanic population of 59.15%.

The smallness of Three Way ISD affords our school the opportunity to improve learning by offering more individualized and personalized educational programs. Our smallness also allows our teachers to collaborate and to work together on project-based projects. Our administrative staff members have several additional duties compared to their counterparts in larger districts. For example, our Superintendent also serves as the Principal and our Business Manager also oversees and assists with the inventorying and checking out of books and equipment.

Three Way ISD presently has a technology lending program in which Chromebooks are checked out to students. These Chromebooks help our students with homework, research and remediation. However, we do not have enough Chromebooks to provide every student a device. With the economic situation of most of our students, even if they were given a personal computing device, the majority of them do not have Internet access at home for after-hours access to vast amount of online resources available to them.

If awarded this Technology Lending Grant and with our continued annual local fund commitment, Three Way ISD will be able to provide a one-to-one initiative for all of our students. Three Way ISD, as evident in our progressive technology plan, is committed to providing our students an education that not only meets State standards but provides them with life-long technology skills. If awarded this grant, we would not only be able to enhance the existing curriculum but also continue meeting the goals of our technology plan (OBJECTIVE 6.4: Provide on-demand access for every student to appropriately configured computer workstations and the best available technologies to all students and staff in classrooms, libraries, school offices, and in other work areas, ensuring accessibility for disabled students and staff as required by the ADA. STRATEGY 6.4.2: Obtain/Maintain a 1:1 student to computer ratio).

We plan to continue to add supplemental online materials in all educational areas but we desperately need more devices in the hands of our students so that these resources can be utilized to the fullest. Education is a right provided for all students, and it is our responsibility as a school district to exhaust every means to provide that education to our student population. The personal benefits the students would realize from this project would be on-going as it not only improves their test scores but it also gives our students a competitive edge in college placements. Since we are a small rural school we could serve all students and provide equitable access to all students.

During our assessment process, Three Way ISD identified the following needs:

- Increase reading scores as assessed by the STAAR test. Our percentage of students who did not approach grade level on the STAAR assessment was 68%. That is below the state average of 72%.
- Increase math scores as assessed by the STAAR test. Our percentage of students who approached grade level on STAAR assessments was 61%. This was below the State average of 79%.
- Increase English proficiency for our ELL (English Language Learners) who are struggling academically due to the language barrier.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- Provide access to a personal computing device for students to complete instructional/supplemental assignments and to enhance their instruction both at school and at home.
- Provide Internet access at home for students who are not afforded this resource in an effort to level the playing field for all of our students.

If grant funds are awarded, Chromebooks would be made available to all students and use would be monitored by the administration. The hardware will be barcoded and checked out to students through our locally developed checkout system so that these devices can be used at school and at home. This process would provide equitable access to lending equipment and Internet access for all students in grades PreK-9 including economically disadvantaged and students who are ELL. Students would complete a technology lending equipment form as well as attend training in an effort to ensure proper handling and usage of the equipment. Each Chromebook would contain insurance. Students who do not have Internet access in their homes will also be provided with a hot spot for usage while doing academic work away from school. The devices' history will be checked on a regular basis to assure proper usage of school issued devices. Content filtering on these hotspots will be done through our district-owned content filter.

If grant objectives are met, Three Way ISD expects to meet the following evaluation criteria: Increased STAAR results in reading, increased STAAR results in math, and an increase level of achievement on the TELPAS for ELL students; an increase in the number of project-based learning activities which utilize technology; and an increase in the number of online supplemental programs utilized by teachers. Ongoing monitoring of grant activities will provide insight into necessary changes that need to be made so that the students of Three Way ISD benefit greatly from funds received. The key for our district is to utilize several funding sources, including possibly these grant funds, toward a technology-rich environment for our students which aligns directly with our district's mission: Providing a quality education to meet the varied needs of a diverse student population so that every learner shall have the opportunity to be challenged, successful, and prepared for a future as a responsible and productive citizen.

Three Way ISD's administrators and staff understand that technology helps our teachers, especially those working with disadvantaged students (which for Three Way ISD is 80.99% percent of our students), by providing them with effective teaching strategies that help them educate and motivate each child. We hope with the help of these grant funds that we can break down our teachers' sense of isolation in their individual classrooms and open up a much better world of tools, supports, and resources for them. With just one click, our students can go way beyond the walls of their classroom and the pages of their textbooks and the geographical barriers they are facing in growing up in our small, rural, remote community.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85th Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$7950	\$0	\$7950
Schedule #9	Supplies and Materials (6300)	6300	\$1540	\$0	\$1540
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$30,030	\$0	\$30,030
Total direct costs:			\$39,520	\$0	\$39,520
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$39,520	\$0	\$39,520

Administrative Cost Calculation

Enter the total grant amount requested:	\$39,520
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$5,928
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1	Mobile Hotspots	\$7950
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$7950
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$7950

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<u>Schedule #9—Supplies and Materials (6300)</u>		
County-District Number or Vendor ID: 072-901		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$1540
Grand total:		\$1540

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 072-901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 072-901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1	Chromebooks with management license and insurance	77	\$390	\$30,030
2				
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18				
19				
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$30,030

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	115	80.99%	
Limited English proficient (LEP)	30	21.13%	
Disciplinary placements	0	0%	
Attendance rate	NA	97. %	
Annual dropout rate (Gr 9-12)	NA	NA%	Currently only PK-9 th grade, next year adding 10 th

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
10	9	10	13	5	7	9	13	12	10	6				104

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Schedule #13—Needs Assessment

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD continuously solicits feedback from its stakeholders as to the needs of the district in an organized and comprehensive manner. We conducted a systematic process focused on gathering and analyzing data regarding the strengths and needs of our district. In conducting this needs assessment, we reviewed current practices and process, analyzed our existing equipment and network, examined and analyzed the state of current student achievement, and set goals for student achievement.

Like other small schools that rely on student enrollment to maintain existence, Three Way ISD teaching staff work diligently to maintain STAAR testing results so that we do not lose our students to neighboring districts whose publically available test scores are better than ours. Despite these efforts, Three Way ISD students fell below the State average of 72% when only 68% of our students mastered achievement in reading. Therefore, increasing student performance on the reading portion of the STAAR exams surfaced as the number one priority when we analyze our current achievement versus our desired outcome. Due to our small size, we are fortunate in that if we raise achievement for some of our students, the percentage for this academic indicator will improve dramatically. Understanding that if a student struggles in reading, they will experience academic difficulty in other content areas. Therefore, even though we are only close to meeting the State average, improving reading scores serves our first need.

Surfacing as our second priority are math scores. Three Way ISD students were at 61% mastery with the state average at 79%. We understand that if we can improve the scores of our low SES populations, specifically our ELL students, we can make significant gains compared to the State average. Teachers have found significant online resources that can be used both at school and at home but the limited availability of internet in the home for many of our students limits student access to these resources. These resources include but are not limited to materials include vocabulary games, personal tutors, animations, e-help, and virtual manipulatives.

Three Way ISD currently serves 21.13% who have been identified as English Language Learner (ELL). Until these students become proficient in English, they will continue to struggle academically. Our instructional staff members have identified several online resources to assist these students in their language acquisition skills. However, these same students are economically disadvantaged, often not even having internet access at home let alone their own device, resulting in learning time being limited to the school day.

Three Way ISD administration and staff know that the 1:1 technology to student ratio allows teachers to differentiate both in terms of how they teach and how the students are expected to demonstrate their learning. In traditional instruction, not involving the use of technology, teaching and learning was typically undifferentiated. Our teachers lectured to the entire class, largely unable to adapt to students' readiness levels or learning styles. With 1:1 technology, assignments are now differentiated or even individualized through the use of technology that gets harder or easier based on previous student responses. However, due to budget constraints, Three Way ISD has only been able to purchase 65 Chromebooks for implementation of a 1:1 technology device to student ratio. However, 65 devices only provided us enough devices to be utilized on a temporary checkout basis for product-based instructional lessons/assignments. Adding additional Chromebooks so that truly every student at Three Way ISD has their own device was identified as our fourth need after conducting our needs assessment.

If we can implement a 1:1 technology device to student ratio, we found during our needs assessment process that approximately 75% of our students do not have Internet access at home. So despite the new and innovative techniques our teaching staff would like to implement such as the "flipped classroom", collaborative learning and blending learning, without Internet access at home, this will not work. Our fifth and final priority is to provide Internet access at home to the students who are not afforded this for their educational advancement.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase reading scores as assessed by the STAAR test. Our percentage of student who approached grade level or above on the STAAR Reading assessment was 68%. That is below the state average of 72%.	If awarded this grant, our instructional approach in reading would change. Our teachers would not be limited to just hard copy, non-interactive reading materials as part of their instruction. They could utilize technology for individual assignments and projects which encourages independent learning and creativity which research shows results in higher test scores. In addition, online materials which are also interactive would be fully utilized as well.
2.	Increase math scores as assessed by the STAAR test. Our percentage of students who approached grade level or above on the STAAR assessment was 61%. That is below the State average of 79%.	Our presently adopted math curriculum includes online math supplemental programs which include but not limited to personal tutors, animations, e-help, and virtual manipulatives and activities. Grant funds would give us the opportunity to put these as well as additional digital math applications in the hands of our students so that they can learn math concepts in a visual/tangible way.
3.	Increase English proficiency for our ELL (English Language Learners) who are struggling academically due to the language barrier.	Three Way ISD staff members have identified several programs they could utilize to increase the students' English Proficiency if grant funds were received. These programs would not only be accessed at school but with the help of this grant, access from home has the potential to have a significant impact on student achievement and help to overcome the language barrier that often gets in the way of academic success.
4.	Provide access to a personal computing device for students to complete instructional/supplemental assignments and to enhance their instruction both at school and at home.	Three Way ISD instructional staff members constantly research and implement instructional strategies that promote active participation and engagement in their classrooms. However, with limited technology resources, these strategies have been limited to class project applications when the technology resources were available. If awarded this grant, students would have the technology available to them so that teachers can daily implement the research-based strategies that can increase participation and engagement by our students.
5.	Provide Internet access at home for students who are not afforded this resource in an effort to level the playing field for all of our students.	Understanding that the Internet allows students to gain insight to resources and information that will help them gain a better understanding of subject matter, grant funds will be used to provide Internet access in the homes of those students who do not have this available to them. This will equalize the playing field and will allow students the advantage of increased learning opportunities and will allow struggling students access to interactive resources.

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Schedule #14—Management Plan

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Coordinator	The Grant Coordinator must have experience in analyzing grant objectives, setting timelines and expectations for completion of grant activities, and conducting an extensive evaluation to analyze if objectives have been met. Must have at least 20 years in education.
2.	Business Manager	The Business Manager must have extensive knowledge on budgets, on ordering and insuring of equipment, and on bidding and procurement laws. This person must be trustworthy, accountable, and honest to assure assets are accounted for with at least 10 years of experience.
3.	Cur Dir/Testing Coordinator	The Curriculum Director/Testing Coordinator must be proficient in analyzing STAAR test results and in determining by benchmark testing the areas that require improvement. This person must have excellent communication skills so that the instructional staff understand required changes.
4.	Technology Director	The Technology Director must be able to troubleshoot devices, image devices, update devices, maintain and secure the network. They must possess a working knowledge of the CIPA content filter that will be utilized for content filtering even on the devices the students take home.
5.	Tech Apps Teacher	The Technology Applications Teacher will be responsible for teaching all students the Digital Citizenship component of the TEKS before any devices are checked out and provide support.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Plan for the implementation of the grant	1. Develop policies and procedures including AUP	06/15/2018	08/01/2018
		2. Provide PD for teachers and staff	06/01/2018	08/15/2018
		3. Develop Tech Grant Committee	08/15/2018	08/31/2018
		4. Prepare secure location for equipment	07/15/2018	07/15/2018
		5. Establish student eligibility	08/06/2018	08/31/2018
2.	Prepare equipment and check out equipment	1. Develop specs, receive bids, and award	05/15/2018	05/30/2018
		2. Barcode equipment	07/15/2018	07/30/2018
		3. Prepare Chromebooks	07/20/2018	08/15/2018
		4. Hold orientation meeting for families	08/27/2018	08/27/2018
		5. Collect agreements, inventory, check out devices	08/27/2018	08/31/2018
3.	Implement grant objectives and monitor progress	1. Principals conduct walkthroughs and adjust	09/03/2018	05/15/2019
		2. Hold committee meetings and adjust	08/31/2018	05/15/2019
		3. Random checks on devices of downloads/content	08/31/2018	05/15/2019
		4. Online supplemental curriculum utilized	08/31/2018	05/15/2019
		5. Online writing and ESL aps and programs utilized	08/31/2018	05/15/2019
4.	Evaluate effectiveness	1. Conduct benchmark testing and adjust instruction	09/17/2018	05/15/2019
		2. Examine disciplinary- illegal downloads/content	09/17/2018	05/15/2019
		3. Evaluate STAAR testing results	04/24/2019	06/26/2019
		4. Examine instructional changes to improve scores	10/02/2018	04/03/2019
		5. Evaluate quality of lesson plans submitted	10/02/2018	04/03/2019
5.	Check in equipment and prepare for the next school year	1. Turn in Chromebooks and Hotspots	05/22/2019	05/24/2019
		2. Conduct inventory	05/28/2019	05/30/2019
		3. Wipe Chromebooks for the next school year	06/03/2019	06/07/2019
		4. Secure equipment	05/22/2019	05/24/2019
		5. Repair / replace as needed	08/27/2018	05/24/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If awarded this grant, our students would now have access to the supplemental online reading, ESL and math materials and several online tools that would assist in teaching skills. Since our goals include seeing a continuous improvement in our reading and math test scores, benchmark tests will serve as a monitoring indicator. Upon completion of benchmark tests, the Counselor/Testing Coordinator will distribute these results with all staff. Instructional staff members will bring to the table any modifications/adjustments that need to be made to assure that our students are utilizing all components of the supplemental instructional materials which were purchased.

Currently Three Way ISD utilizes a site-base decision making team for monitoring the attainment of goals and objectives. If awarded this grant, Three Way ISD would develop a Tech Grant Committee that would meet every two weeks during the first two months of the grant period and every month for the remainder of the grant period. We are fortunate in that our small size allows for ALL instructional staff members to serve on the Tech Grant Committee. Also serving on this committee will be our Superintendent/Grant Coordinator, Curriculum Director/Testing Coordinator Business Manager, and Technology Director. By having such a diverse group, all aspects and objectives, timelines, and milestones of the grant can be analyzed, discussed and then modified as needed. This committee will devote time during each meeting to discuss how the Chromebooks are being implemented in the instructional setting and at home in effort to meet grant objectives.

Our webpage will be utilized to communicate grant progress and/or changes to students, parents, and members of the community. We will conduct an orientation meeting for parents to inform them of the purpose of the grant, proper usage of equipment, and expected outcomes. Open House and Meet the Teacher meetings will also serve as outlets for communication. Lastly email communications will provide ongoing feedback to students, parents, and members of the community concerning grant implementation, grant progress, and changes to the grant project.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Presently, Three Way ISD has 65 Chromebooks that are utilized on campus by our students to supplement instruction. These devices are checked out through a locally developed checkout/inventory system. Due to the large percentage of students who do not have Internet access at home, these devices have been limited to school use only. Our plan is to utilize our existing equipment and the newly acquired Chromebooks from this grant to effectively maximize grant funds and provide a one-to-one initiative for all of our students. Hot spots would then provide off-campus Internet access to those needing this service.

For all project participants to remain committed to the project's success, fundamental principles must be established and understood including but not limited to vision, commitment, and trust. In surveying our instructional staff members, all of them understand the larger picture and the desired outcomes of this grant. They understand the vision. Concerning commitment, some worried that this project would mean long hours, while others thought their jobs would be on the line if productivity/test scores did not increase. After expectations were defined, all stakeholders who would carry out the grant objectives were committed. Three Way ISD administration understand that trust means confidence in team leadership and vision. When trust prevails, team members are more willing to go through a difficult process, supported through ups, downs, risk and potential loss. Therefore, to maintain trust and forward movement in accomplishing objectives, administrators must continually follow these steps: list the unknowns, assess worst case scenarios and their survivability; and research the unknowns. During Tech Grant Committee meetings, we will continue to communicate leadership's commitment, to elicit and address stakeholders' doubts, and to work on maintaining trust not only in administration but in each team member.

As an added benefit and incentive for staff to remain committed to the project's success, local funds and federal funds will be utilized for staff development. Staff will have the opportunity to participate in workshops and to attend conferences to enhance their technology integration techniques and skills.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	STAAR Reading results will increase by 10 %	1.	STAAR testing results meet or exceed State average for Reading
		2.	Increased # of students receiving commended performance on STAAR
		3.	Increased progress as measured on benchmark testing
2.	STAAR Math results will increase by 10 %	1.	STAAR testing results meet or exceed State average for math
		2.	Increased # of students receiving commended performance on STAAR
		3.	Increased progress as measured on benchmark testing
3.	15 % of our ELL students will move up a level in English proficiency	1.	TELPAS test results show student progress
		2.	ELL students show academic improvement
		3.	ELL students accessing programs for English language acquisition
4.	Number of project-based learning activities which utilize technology	1.	Percentage of economically disadvantaged students checking out hot spots
		2.	Increased number of student assignments submitted electronically
		3.	Increase in the number of technology-based lesson plans submitted
5.	Number of online supplemental programs utilized by students	1.	Number of supplemental programs utilized
		2.	Decreased number of staff denied credit on technology indicator in TTESS
		3.	Increased number of teachers attending technology training sessions

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Key to our formative evaluation process is benchmark testing. These results will be utilized to assess instructional changes that need to occur in the classroom. Positive results will be used as an indicator of successful practices that were implemented that have made a difference in student achievement. Negative results will be used to make modifications and adjustments in the teaching process which also might include additional staff development for our teachers. Also key in this formative evaluation process is evaluating the number of project-based activities which utilize technology that the teachers have implemented in their classrooms since grant funds were received. Administrator walk-throughs, lesson plans turned in by the teachers, and log books that document the checkout of the hot spots will serve as documentation and can be used to make modifications and adjustments with teaching staff. If walk-throughs by the Superintendent/Principal or submission of lesson plans indicate that the teacher is rarely utilizing online technology resources to supplement and enhance their instruction, additional staff development shall be provided.

Three Way ISD will rely heavily on the Tech Grant Committee to help identify problems with project delivery. Since these meetings will be held in an informal environment, staff will be given the opportunity to provide input so that corrective action can be taken throughout the project. This team will meet every two weeks during the first 60 days of the grant period followed by monthly meetings to discuss academic and program policies. Strategies will be put in place that accommodate flexible implementation and will include time for collaboration, adjustments and feedback during the project.

Key to our summative evaluation are several key components including STAAR reading and math as assessed by the STAAR exams, and TELPAS testing results. This data will be obtained from our Testing Coordinator. This data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions and change instructional strategies to those that will positively affect student achievement outcomes as measured on these exams.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technological tools available to students of today make the task of learning easier and allow for the creation of products that would once have been impossible. By integrating technology into their classroom, Three Way ISD teachers can allow their students to reap the benefits that these technology tools offer and prepare our students to use technology in the real world. The key for our district is to utilize several funding sources toward a technology-rich environment for our students which aligns directly with our district's mission: Providing a quality education to meet the varied needs of a diverse student population so that every learner shall have the opportunity to be challenged, successful, and prepared for a future as a responsible and productive citizen.

As more online supplemental resources, including those that we purchased with Instructional Materials Allotment (IMA) dollars are implemented into our classrooms, district administration saw the immediate need to increase the bandwidth coming into Three Way ISD. E-Rate funding paired with local funds allowed us to increase our bandwidth starting last July to 200Mbps. For the 18-19 school year, we are also exploring the option of bringing a fiber connection to our district. Wireless access points were purchased with local funds so that anytime/anywhere learning can take place when students are on campus.

Three Way ISD utilized REAP funds to purchase Chromebooks. They are part of our existing lending program. REAP funds were also utilized to purchase several software packages such as Brain Pop and Istation. Lastly we used these funds to purchase 25 hotspots.

Local funds are used to pay for our Technology Director. This is a contracted service for our district due to our small size but fortunate in that this individual is on site two days a week and 24/7 with remote login abilities. Local funds were also used to purchase interactive boards for every classroom as well as software requested by classroom teachers.

IMA funds were utilized to purchase all of the instructional materials that are presently utilized in our classrooms. These materials were chosen by our teachers because of the outstanding online supplemental materials which can be utilized by our students, several of which can be used after hours for additional assistance if we are awarded this grant and the students have a device to utilize (as well as Internet access) from their homes.

As a Title I school-wide campus, Three Way ISD can apply federal money to all our students. These funds are typically used to pay for salaries. Title II funds were utilized to purchase projectors for use in the classrooms. Title II funds as well as local funds are used for staff development.

Presently, our IMA funds are completely expended on textbooks and technology for the classrooms. IMA funds are very helpful for providing technology but are not sufficient to purchase enough devices to complete our 1:1 initiative.

Three Way ISD's administration and instructional staff members know that technology can change the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. By utilizing several sources for funding, our district can continue to provide a progressive technology plan for our school and student population in an effort to meet our district's mission. If awarded the Technology Lending Program Grant, our existing technology program would greatly benefit and our students would be given numerous learning opportunities. Lastly, our Superintendent is committed to utilizing local funds in the future to sustain our long-term technology goals.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD's Mission Statement: The District is committed to providing a quality education to meet the varied needs of a diverse student population. Every learner shall have the opportunity to be challenged, successful, and prepared for a future as a responsible and productive citizen. Our goals for every student: -Provide a safe learning environment that is both fun and innovative-Provide a staff development program that prepares our employees to meet the educational needs of our students-Utilize all district resources effectively and efficiently to the maximum benefit of its students-Provide an effective, integrated technology system for management, communication, and classroom instruction-Provide students, programs, and policies which are supported by actively involved parents and community members-Offer a curriculum which is aligned throughout grade levels, emphasizes critical thinking and application, and meets the social and emotional experiences and needs of all students.

Grant funds would allow Three Way ISD to further fulfill our mission of providing a quality education for our students and giving them the opportunity to be challenged, successful, and prepared for the future. Knowing that technology is used every day in most jobs, grant activities proposed in this grant align directly with our district's goals of preparing our teachers first (to meet the educational needs of our students) and then our students (environment that is innovative; an effective, integrated technology system; and a curriculum that meets their needs). Three Way ISD staff members understand that this grant will result in increased technology utilization which increases opportunities for individualized learning. When our staff utilize the technology proposed in this grant, our students will be exposed and be able to learn life-long skills they will need in the work place. Researching and synthesizing information and then presenting it in an organized, analytical format and receiving feedback –all of which the technology tools in this grant can aid in - are skills that our students need to be responsible and productive citizens. Three Way ISD knows that technology is making us more efficient. It allows teachers to personalize education for more and more students. Teachers and students can track progress in real time and not have to guess as to what is being learned.

Three Way ISD's technology plan specifically supports the broader provision of digital access to content as well as human resources, and these goals align well with the district plan and the Technology Application TEKS proficiency. Our technology plan emphasizes the vital importance of learners using technology to make curriculum connections inside and outside the traditional classroom. This grant concentrates on providing 24/7 access to students to technology as well as instructional materials-technological lesson extension activities relating to core content areas. By expanding student and teacher access to TEKS-aligned curriculum content as well as emphasizing instructional tasks which require the creation of new synthesized knowledge products, students can be better engaged to realize high levels of student achievement. It is evident through our District's Improvement Plan and our Technology Plan that we recognize that we are living in a rapidly changing, advanced technological society, and it is the district's responsibility to support all staff and prepare all students with the technology skills necessary to be a successful, life-long learner. Grant funds requested not only align with existing mission and goals of our district by allowing and assuring:

-Each student will be competent in using information technology to be successful, life-long learners.

-Information technology will be incorporated broadly into curricula and instructional practices to improve educational program for all students.

-All school community learners, students and staff will have access to information technology and support.

Three Way ISD understands that setting technology goals, monitoring and evaluating our Technology Plan on an ongoing basis is vital to our success. If awarded these grant funds, we will be just as diligent in monitoring, adjusting, and evaluating grant objectives.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If awarded this grant, Three Way ISD would implement a multi-step process before providing internet access to our students' homes. The first step would be to have our students with one of their parents attend an after-school program where the school would outline the appropriate computer/ChromeBook usage and the proper care of a computing device. The school would inform the students and parents of the consequences of inappropriate technology use and the cost of repairs to the ChromeBook due to neglect. Students and their parents would be required to sign a Technology Lending Agreement. This agreement would outline the expectations and rules for the ChromeBook to be taken off campus. This agreement would state the purpose of this program, proper usage and consequences, return dates, late fees, liability for loss or damages and school policies. After this paperwork is signed and on file along with the signature page from the Acceptable Use Policy, the student will be issued a Technology Use Card making them eligible to check out a ChromeBook and/or hot spot. Any student can check out a device, with priority given to the students with the greatest need.

If the student does not have internet access at their home, they can also check out a hot spot. An economically disadvantaged students' Technology Use Card will be coded differently but look the same as all others and will be utilized to prioritize the checkout of these hot spots. These devices will be provided to the students utilizing the existing locally developed inventory system. With these hot spots, the students will be able to receive internet access at their homes as well as remote locations. These hot spots must be checked back in on the return date assigned.

Knowing that this one-to-one initiative opens the door to inappropriate use of this technology, Three Way ISD will utilize our existing content filter. Our Technology Director will conduct periodic and random monitoring checks. He will look at the browsing history, look for illegal downloads, and will report inappropriate/illegal activity to the Superintendent/Principal who will follow the policies in place for disciplinary actions.

Our existing network is setup with 24/7 guest access to allow students and parents to access the internet on school grounds, including the football field. However, we realize to meet our grant objectives, all of our students must have their own computing device and internet access after school hours at their home. Grant funds are requested for hotspots to accomplish this. Check-out of these hotspots will be handled similar to the checkout of the ChromeBooks. Content filtering will remain in place for these devices.

Before ChromeBooks or hotspots are checked out to students, our students must have on file a technology lending agreement which will not be given to them until they have shown mastery of the Digital Citizenship Strand for their grade level for the Technology Application TEKS.

We do not have any bus routes in which the students' commute is more than an hour.

In so many ways, technology is a powerful force for educational equity. The fight to give every child, regardless of zip code or family background, access to a world-class education is what drives Three Way ISD staff everyday. Technology can level the playing field instead of tilting it against low-income, minority, and rural students. Three Way ISD administrators, board members and staff understand that if technology is deployed equitably in education, it can help remove inequities between rural and suburban schools. Even though Three Way ISD is a rural, remote school, with these grant funds, we will have the opportunity to offer our students the same learning opportunities as their counterparts in large, urban schools. Technology requested in this grant can become the force that equalizes the educational opportunities of Three Way ISD children regardless of location and economic circumstance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD's teachers understand that technology integration can bring changes to teachers' instructional role. Their role will shift to that of a facilitator rather than a lecturer. Technology allows our students to be self-directed and cooperative in their learning. Technology will breed more cooperative learning since the teacher takes a step back and does not act as the sole adviser to the learning process. Teachers also understand the importance of implementing in their instruction project-based learning activities. Project-based learning gives students a greater understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills. By allowing a student to use technology in projects, our teachers will create more authentic learning and will keep students engaged. We are committed to utilizing technology to expand our students' world of learning. Teachers have currently aligned their instruction to this "facilitator" approach and have aligned several assignments to be project-based. Three Way ISD's curriculum and instruction is centered on the principles of encouraging independent learning by our students and promoting active participation and engagement by students. Technology in the classroom can provide tools and resources to augment traditional curriculum and afford us the opportunity to have active, not passive learners in our classrooms. With training and the devices in the hands of our students, we know our teachers can diversify lessons, help keep student interest, teach research skills and cooperation and prepare students for jobs. Lastly, with the availability of Internet access at home, the "flipped classroom" concept can be implemented so students can be introduced to the lesson at home and have more face-to-face practice or support from their teacher during the regular school day. Three Way ISD's administration has spent an extensive amount of time developing classroom management policies and acceptable use practices and have outlined these in the district's Acceptable Use Policy. These policies will be reviewed with the students the first week of school. As more devices are implemented and utilized by our students, these policies will be reviewed and reinforced. Staff development time in August will be devoted to covering these documents with our teachers before any devices are issued.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD staff understand that when technology is integrated into the curriculum, it revolutionizes the learning process. Technology utilization in the classroom can increase student engagement and can improve classroom practices. According to the U.S. Department of Education, students who use technology in their classes have better attendance rates and lower dropout rates than their peers who do not use technology in school. Therefore, even though Three Way ISD is a small district, we have worked diligently to integrate electronic instructional materials in our foundation curriculum areas. In surveying our teachers, please find below some of the electronic instructional materials they are presently being utilized.

PK & K: Reading: Lexia Reading Program, IStation and Reading AtoZ; Math: Texas Mathematics; Reading and Math: ABCya and StarFall; Science/Social Studies: BrainPOP; For all Subjects: Scholastic, YouTube, PBS kids, etc.
First Grade: Reading: IStation and Reading AtoZ; Math: PBSkids.org and IXL.com; Science/Social Studies: BrainPOP
Second Grade: English/Language Arts: Istation and PBSkids.org; Math: PBSkids.org and IXL.com; Science: PBSkids.org, Discoveryeducation.com and Kids.nationalgeographic.com
Third and Fourth Grade: Math and Science: BrainPOP and BrainPOPjr as well as UnitedStreaming; English/Language Arts: BrainPOP and BrainPOPjr, ABCya.com (Letters Section), and Freerice.com
Social Studies: BrainPOP and BrainPOPjr, Abcya.com geography games and Freerice.com
Fifth, Sixth, Seventh, Eighth, and Ninth Grade
Math: BrainPOP, Educreation, Getthemath.com, Freerice.com, Realworldmath.com, Picaboo, Edmodo, Virtual manipulations and Ixl.com; English/Language Arts: BrainPOP, Spellingcity.com, MLA, Educreation, Mobymax and Teachertube.com; Social Studies: BrainPOP and Youtube.com; Science: BrainPOP and Tpwd.com

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD's Technology Plan includes implementing a one-to-one student to computer ratio. However, with limited funds available, we have only been able to purchase 65 Chromebooks for student use. We currently have 200Mbps of internet into our district.

The entire wiring infrastructure at Three Way ISD is cat5e with copper fiber connecting two buildings and copper to one. Most switches and border router are functioning well, but three switches are scheduled to be replaced per our maintenance schedule. There are 8 wireless access points throughout the district. When we installed these wireless access points for anytime/anywhere access for our students, we made certain this Internet traffic routed through our content filter. These access points have been adequate in covering our entire campus. However, purchasing upgrades to these access points as they age is part of our technology plan as well.

Three Way ISD has three virtual servers; 2 domain controllers, 1 of which also serves as DHCP, the other is a file server. All teachers are using laptops and the machines are less than three years old.

Three Way ISD contracts with an outside consultant that comes to our district two days a week to maintain equipment, troubleshoot equipment, and maintain our WAN and LAN. On days this technician is not on site, he utilizes remote access so that our district literally has 24/7 support from this person. In addition, we are fortunate to have on-site a Technology Application teacher who provides support for devices and training for our staff. If a student's device breaks, a Google form with a technology request will be submitted by the homeroom teacher the next morning with an anticipated "fix" time within eight hours.

As students need technical assistance, school personnel who are familiar with our technology are their first point of contact. If their classroom teacher is unable to assist them, we have on-site our Technology Application teacher who has done a great job in the past in troubleshooting and repairing our existing Chromebooks and is committed to continuing these efforts as new devices are added.

Presently, Three Way ISD utilizes a CIPA filter. This device is more than capable of filtering the additional Chromebooks and Wifi devices requested in this grant. Our bandwidth is presently at 45%, which also allows for the addition of devices without increasing our bandwidth. Our current E-Rate 470 is requesting fiber to our district.

The Chromebooks as well as the Wifi devices will be checked in and out and inventoried using our existing locally developed inventory system.

The IEP (Individual Education Plan) of special needs students will be utilized as the guideline in providing these students with specialized assistance in technology-based projects.

Without continuous technical support, technology integration in the classroom will never be satisfactorily achieved because most teachers have either heard or have experienced equipment failure, software complexity, data loss, embarrassments, and frustration. When teachers are trying to use technology in their classrooms and they encounter difficulties, they need immediate help and support. Timing is everything, particularly when it comes to technology. Three Way ISD has worked diligently to provide this on demand technical support to their teachers and to provide training to them to enhance their use of technology and technology instructional tools and applications. Three Way ISD prides itself on the technology expertise of our staff members. Continuous training and learning by our staff will continue if grant funds are awarded.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 072-901

Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If awarded this grant, this program will also allow one-to-one access by students in grades PreK-9, eliminating any chance of competing needs or demands for grant-funded Chromebooks. As an instructional tool, the technology requested in this grant will help all our students master basic and advanced skills required for the world of work. As an assessment tool, the technology requested will yield meaningful and on-demand information about students' progress and accomplishments. As a motivational tool, research shows that these devices will positively impact our students' attitudes toward learning, self-confidence, and self-esteem.

The Superintendent and Business Manager will coordinate the distribution and monitoring of the devices. They will also distribute and collect the student and parent Technology Lending Agreement Form. The Business Manager will check-out the Chromebooks and hot spots and also check them in. She will also maintain a master calendar of project-based and collaborative learning activities in which the teachers anticipate a high demand for the hot spots. The Business Manager will distribute these hot spots to economically disadvantaged students first – those that have a technology use card with the special code. All classroom teachers and students checking out these devices will be trained on inappropriate usage and proper handling. During the summer these devices will be securely stored in a locked technology classroom and then "wiped" to get them ready for the next school year.

Any damage or misuse of the equipment will be reported to the office. The Technology Director will repair minor damages but will utilize the maintenance agreement purchased with these Chromebooks for major repairs. Damages caused by misuse will be reported to and handled by the Superintendent. The misuse policy will be published in our student handbook and posted on our web-site for full disclosure to our students and parents.

If awarded this grants, students will not have to compete for computer usage due to the 1:1 ratio and scheduling. At the end of each year the devices will also be insured for loss. At the end of each year the devices will be inventoried and cleaned as well as wiped by the Technology Director.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Three Way ISD's local policy states that all equipment purchases over \$500 are inventoried, barcoded and added to the insurance policy. Our Business Manager is responsible for maintaining and updating the district's equipment inventory. These records include the model number, serial number, and wifi and Bluetooth addresses. Once devices are added to the district inventory list, they are given to the Business Manager who is responsible for assigning and attaching barcodes and adding this to the locally developed checkout/inventory system. On a quarterly basis, our Business Manager reviews insurance policies to assure that sufficient insurance coverage exists for district owned facilities and inventory.

If awarded these grant funds, the procedures outlined above will be implemented for all Chromebooks purchased.

At the end of each school year, each device will be checked in utilizing our locally developed checkin/inventory system. Once checked in, these devices will be stored in the climate controlled and locked technology classroom. Three Way ISD utilizes this room because it is not only secure but also has a security camera. This room is also conveniently accessible by our Technology Director who will be responsible for wiping these devices during the summer before the checkout process begins again in August.

With just one click, children go way beyond the walls of their classroom and the pages of their textbooks and the barriers in their community.

Technology-driven learning empowers our students and gives them control of the content. It challenges them to think critically and make decisions. Therefore, these funds are critical in fulfilling our 1:1 initiative.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: